

## CHAPTER 7

A MENU PLANNER  
FOR HEALTHY SCHOOL MEALS

# Menu Planning Records

CHAPTER 7



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(For requesting nutrient data from manufacturers)

# Menu Planning Records



**G**ood recordkeeping is part of any successful food service operation. A tool like the production record helps you plan from day to day as well as communicate your plans to your staff. How much food needs to be prepared for a particular day's lunch or breakfast? The production record tells you at a glance.

Good records also provide a valuable written history for future reference. They help you spot trends, evaluate what works best with your customers, and decide what changes need to be made. In addition, during state reviews your records demonstrate that your meals comply with program requirements.

In this chapter, we'll focus primarily on production records, which, as you know, keep track of a lot more than food quantities.

We'll also look at standardized recipes — why it makes sense to use them, how they help ensure quality, and what they contribute to good planning and recordkeeping. Finally, we'll look at what kind of records you will need for processed foods. We'll see what kind of information you will want to have on hand and how you might go about requesting nutrient data from food manufacturers if you don't already have it.

On page 201, you will find a standardized form developed by USDA to help school districts obtain nutrition information from manufacturers. You may want to copy and use this when you need information from a manufacturer or vendor. In addition, you might want to attach it to the bid package you send out when purchasing food.



## Production Records

Production records vary in format, but any successful record accomplishes two things. First, *it gives the staff information* — what foods and recipes to use, for example, and what portion sizes to serve. Second, *it enables staff to record information*, such as actual quantities prepared and numbers served.

Starting on page 191 are some *sample* production record formats. The first set is for Food-Based Menu Planning systems. The second set is for Nutrient-Based systems. In each set, you will find:

- *Blank forms showing suggested formats.* You may want to select one of these to copy and use in your own operation. Or, you might get ideas for designing your own form.
- *Completed sample forms.* These illustrate how a form might look when completed for a typical meal.

As you look over the samples for Food-Based and Nutrient-Based planning systems, you will see they provide much of the same information. The variations in format and wording reflect the basic differences between the two approaches. (As we've seen in Chapters 2 and 3, Food-Based systems use meal patterns and specific food components as planning tools, while Nutrient-Based systems use computerized nutrient analysis.)

Be sure to look carefully at the *heading* on each sample form.

- *For Food-Based Menu Planning*, you will find Sample Format #1 (which can be used for both Traditional and Enhanced systems) and a more specialized Sample Format #2. Note that there are *two* separate versions of the second format — Sample Format #2 is for Traditional, while #2A is for Enhanced.
- *For Nutrient-Based Menu Planning*, you will find Sample Format #3 and Sample Format #4.

*You may use any form you wish as long as it includes certain key items. These items are summarized and then explained in more detail on the following pages.*





**■ What's needed on a production record for Food-Based Menu Planning?**

*A production record for Traditional or Enhanced Food-Based Menu Planning should indicate the site and meal date, the menu type (breakfast or lunch), and...*

- Food components (Meat/Meat Alternate, etc.) and other items, including condiments.
- Recipe or food product used (note if a USDA recipe).
- Planned/projected number of portions and serving sizes for each age/grade group.
- Planned/projected number of portions and serving sizes for adults.
- Total amount of food prepared (for example, number of servings, pounds, cans).
- Actual number of reimbursable meals served (indicate this information for each age/grade group).
- Actual number of nonreimbursable meals served (such as to adults or as a la carte sales).
- Leftovers and substitutions.

**■ What's needed on a production record for Nutrient-Based Menu Planning?**

*A production record for Nutrient-Based Menu Planning should indicate the site and meal date, the menu type (breakfast or lunch), and...*

- Menu items used and form.
- Recipe or food product used (note if a USDA recipe).
- Planned/projected number of portions and serving sizes for each age/grade group.
- Projected number of portions and serving sizes for adults.
- Projected number of student servings.
- Projected number of total servings.
- Total amount of food prepared (for example, the number of servings, cans, etc.).
- Actual number of reimbursable meals served (indicate this information for each age/grade group).
- Actual number of nonreimbursable meals served (such as to adults or as a la carte sales).
- Substitutions or leftovers.



### ■ What additional information might you include on your production record?

You can tailor the production record to your own operation, including additional information if you wish. On some of the sample formats, for example, you will see “person responsible.” Be sure to include *at least* the items listed on page 183.

### ■ When is the production record completed?

Usually, the menu planner completes the first part of the production record in advance. The staff completes the remaining sections on the day the breakfast or lunch is served.

## COMPLETING A PRODUCTION RECORD

Here are more details on what is needed for production records. You will see a number of differences noted for Food-Based and Nutrient-Based planning, but in general, similar information is needed for both systems.

**1 Menu item (or food item) used and form:** Listing this information is the first step in effectively communicating the menu to the staff. Listing all food items, including condiments, is important for future monitoring by the state agency.

**2 Recipe or product:** Indicate specific recipes and food products to be used. It is critical to specify exact recipes and products. If the preparer or server uses a different recipe or product than indicated by the menu planner, the food provided to students may not necessarily meet the nutrient standard or meal requirements as planned.

As shown on the sample formats, you will list: (1) the recipe number if it is a USDA quantity recipe; (2) the name of the food and its form (such as shredded lettuce). For processed foods, list brand name and code number.

**3 Age or grade group(s):** Identify the age or grade group being served. If a menu serves more than one age or grade group at a site, you may use one production record to show this, but notations for each age/grade group must be clear. Adjusted portion sizes for age or grade groups specified must be shown for menu items, recipes, and products.

**4 Portion or serving size:** This information is important to ensure that the correct portion size is served as well as planned and prepared. Without this guide on the production sheet, the server may have no way of knowing the correct portion size.

Portion size served must be the same as planned. If portion size is adjusted for age, a separate line should be used to indicate this. (USDA's *A Tool Kit for Healthy School Meals: Recipes and Training Materials* includes helpful information on the portion size for various serving utensils. See Appendix 3.)



**5 Total projected servings:** The menu planner also must forecast, or predict, the approximate number of servings needed of each menu item. Projecting the number of servings is the first step in determining how much food to order, how much time to allot for preparation, and which equipment to use.

In menus that offer several different selections or with Offer versus Serve, it will not be necessary to plan and prepare portions of each menu item for each person. Past production records, which must be kept on file, can help accurately forecast future production and menu planning figures for all menu planning options.

**6 Amount of food (or purchase units) used:** Site staff must keep records to verify that the planned menu was actually prepared and served. Staff record this information in a way that is appropriate for the food item. On the sample sheets, for example, you will see: 220 servings of Salisbury Steak, 76-1/4 pounds of chicken nuggets, and 20 pans of Cherry Cobbler.

**7 Actual servings:** At the end of service, site staff must record the number of servings of each item that were actually served to students, to adults, and as a la carte sales.

Under Nutrient-Based Menu Planning, the information on actual student servings should be available during the menu planning and adjustment process. Future menu cycles should reflect any significant differences between the projected servings and the actual servings.

Under Food-Based Menu Planning, the information retrieved from the menu production records will be required during the state review for compliance with the nutrition goals.

**8 Leftovers:** Once a meal is served, site staff record leftovers on the production record. In some schools, staff members also indicate whether leftovers are to be frozen for later use or incorporated into the menu in the next few days. Tracking the source of leftovers is important.

**9 Use of leftovers and substitutions:** For Nutrient-Based Menu Planning, menu planners record use of leftovers or substitutions.

## Standardized Recipes

A standardized recipe is one that has been tried, adapted, and retried several times for use by a given food service operation and has been found to: *produce the same good results and yield every time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.*

### ■ What are the advantages of standardized recipes?

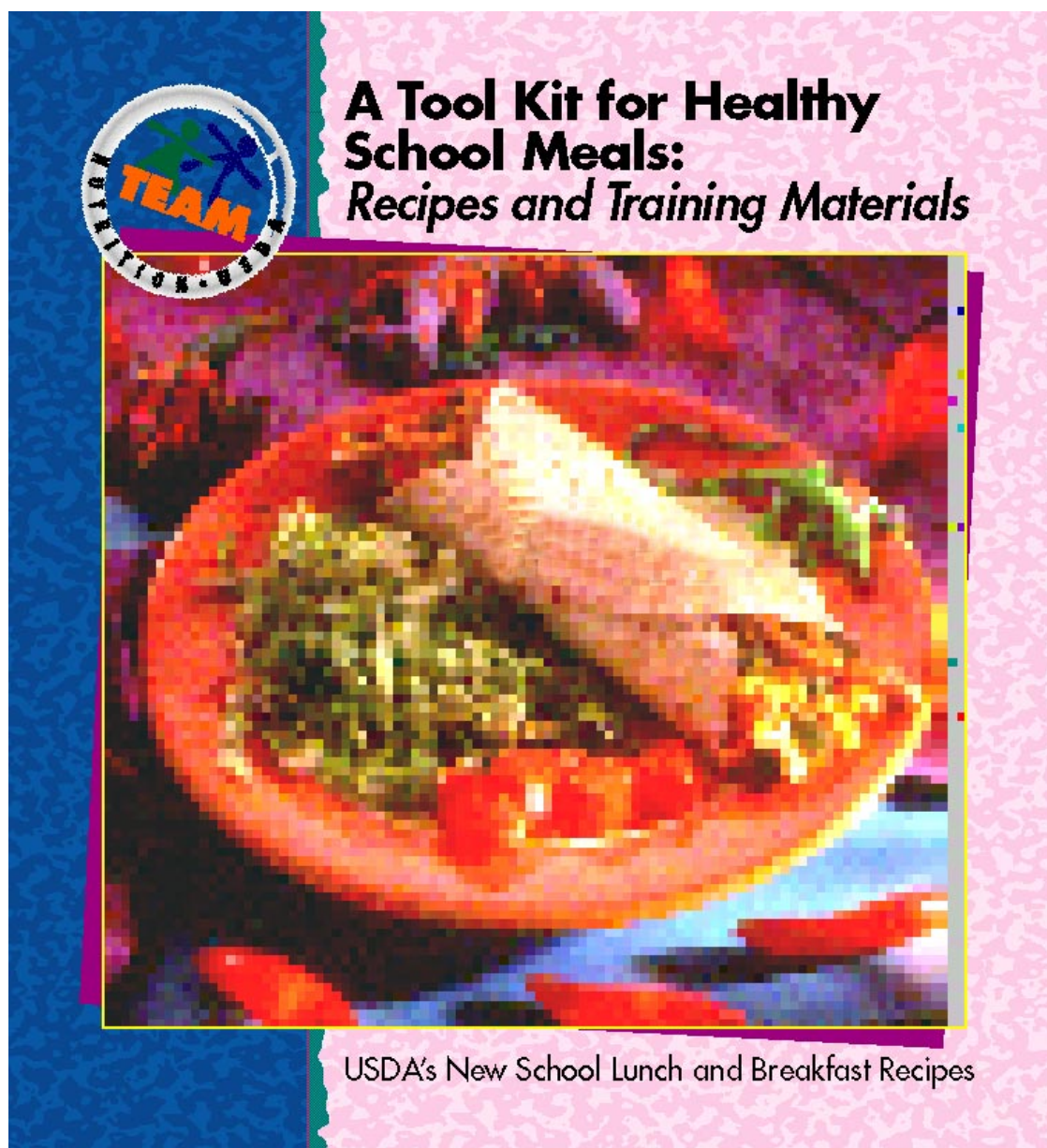
1. *Standardized recipes help ensure product quality.*
  - They provide consistently high quality food items.
  - The same amount of product is produced each time.
  - The same portion size is provided each time.
2. *Menu planning can be more consistent because:*
  - You can accurately predict the number of portions from each recipe.
  - Predictable yield will help eliminate excessive amounts of leftovers and substitutions.
3. *Costs are easier to control.*
  - Inventory is easier because recipes specify exact amount of ingredients.
  - You can better manage purchasing and storage.
4. *When the same good results can be produced time after time:*
  - Food service workers have more confidence in what they are doing.
  - Managers can be sure the nutrient analysis of a recipe will be accurate as long as ingredients and preparation methods remain the same.
  - Students will be happier because food quality will be consistent.

### ■ What are some good sources of standardized recipes?

The following USDA materials contain standardized recipes for school meals. You will find more information on these in Appendix 3.

- *USDA Quantity Recipes for School Meals*
- *A Tool Kit for Healthy School Meals: Recipes and Training Materials*
- *The School Lunch Challenge I, II, and III Recipes*





■ **Are standardized recipes important for both Food-Based and Nutrient-Based Menu Planning systems?**

Standardized recipes are an important part of any well-managed food service operation. For Food-Based Menu Planning, standardized recipes are essential to ensure that food is of top quality and that the planned food serving sizes are provided to students. In addition, as we saw in Chapter 2, when state agency representatives analyze menus to check for compliance with nutrition goals, they will need to know which recipes were used and have copies of those recipes supplied to them.

For Nutrient-Based Menu Planning, standardized recipes are *required* to achieve food quality and an accurate and valid nutrient analysis.

■ **What kind of information should be included on a standardized recipe form?**

### ■ What kind of information should be included on a standardized recipe form?

If you are standardizing your own recipe, or modifying an already standardized recipe such as from USDA, you will want to keep careful records. The sample form on page 200 may be helpful; however, you may use any form you wish. The following information should be completed on the form:

- 1) *Yield*: Include serving size and number of servings.
- 2) *All ingredients*: Include form (such as fresh, frozen, or canned); packing medium (such as canned in juice or light syrup, frozen with added sugar or plain), and fat content (such as “20% fat ground beef” or “ground pork, no more than 30% fat”).
- 3) *Correct measures, weights, and/or pack size*.
- 4) *Preparation procedures*.

Foods of minimal nutritional value that are part of a menu item (meaning they are ingredients used in preparing this item) must be included in the nutrient analysis. Therefore, they should be included on the standardized recipe form. (If foods of minimal nutritional value are served alone, they should not be included in the nutrient analysis.)

### ■ For which menu items will you need to keep recipes?

Recipes will be needed for any menu item indicated on production records that contains more than one ingredient, such as Beef Stir-Fry, seasoned vegetables, and sandwiches.



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## Processed Foods

No matter which menu planning system you choose, you must keep records of processed foods used in meals. How will you get the information you need?

### **If you are using Nutrient-Based Menu Planning...**

First check the Child Nutrition Database to see if the item is included there. If it is not, you will need to request nutrient data from a source such as the food manufacturer or food distributor or broker. On page 201, you will find a standardized form you may want to use for this purpose.

### **If you are using Traditional or Enhanced Food-Based Planning...**

You will need either: (1) a Child Nutrition Label; or (2) a letter from the manufacturer which states the product and the food components to be credited to that product. (For more information on Child Nutrition Labels, see Appendix 6.)

If you wish to obtain the nutrient data of products for your own planning purposes or for the state nutrition review, you can request this information from a source such as the food manufacturer or distributor or broker. See page 201 for a standardized form you may want to use for this purpose.





## Here's a quick guide to the rest of this chapter:

### 1. Production Records for Food-Based Menu Planning

<i>Sample Format #1: Traditional or Enhanced</i> .....	Page 191
<i>Sample Format #2: Traditional only</i> .....	Page 192
<i>Sample Format #2A: Enhanced only</i> .....	Page 193
<i>EXAMPLE: Traditional or Enhanced Food-Based Menu Planning</i> (Completed Sample Format #1) .....	Page 194
<i>EXAMPLE: Enhanced Food-Based Menu Planning</i> (Completed Sample Format #2A) .....	Page 195

### 2. Production Records for Nutrient-Based Menu Planning

<i>Sample Format #3: Nutrient-Based (Regular or Assisted)</i> .....	Page 196
<i>Sample Format #4: Nutrient-Based (Regular or Assisted)</i> .....	Page 197
<i>EXAMPLE: Completed Sample Format #3:</i> .....	Page 198
<i>EXAMPLE: Completed Sample Format #4:</i> .....	Page 199

### 3. Standardized Recipe Form

<i>Recipe Name:</i> .....	Page 200
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### 4. Form for Requesting Nutrient Data from Manufacturers

<i>Manufacturers' Data Submission Form</i> .....	Page 201
Side 1: To be completed by manufacturer	
Side 2: Instructions (for manufacturer) on filling out this form	

(Traditional or Enhanced)

\* **Portion size:** Must be same as planned. Use separate line if adjusted for age.  
 \*\*\* **Amount of food used:** Based on USDA Food Buying Guide or USDA recipe.

[illegible]

**Sample Format #2****Food-Based Production Record****(Traditional Food-Based Menu Planning)**

Site \_\_\_\_\_

Meal Date \_\_\_\_\_

**Planned Number to be Served:**

- Students (K-3) \_\_\_\_\_
- Students (4-12) \_\_\_\_\_
- Students (7-12 opt.) \_\_\_\_\_
- Adults/A la carte \_\_\_\_\_

**Actual Number Served:**

- Students (K-3) \_\_\_\_\_
- Students (4-12) \_\_\_\_\_
- Students (7-12 opt.) \_\_\_\_\_
- Adults/A la carte \_\_\_\_\_

**MENU**

Food Items Served	Purchase Units Used	Serving Sizes	How Many Servings?	Leftovers/ Substitutions
<b>Meat/Meat Alternate:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Vegetable/Fruit:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Vegetable/Fruit:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Vegetable/Fruit:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Grains/Breads:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Grains/Breads:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Condiments/Dressing:</b>		K-3: 4-12: 7-12 opt:	K-3: 4-12: 7-12 opt:	
<b>Milk:</b> Whole  2%  1%  Nonfat (Skim)  Chocolate _____%		K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____	K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____ K-3: 4-12: 7-12 opt: _____	



**Sample Format #2A****Food-Based Production Record**

(Enhanced Food-Based Menu Planning)

Site \_\_\_\_\_

Meal Date \_\_\_\_\_

**Planned Number to be Served:**

- Students (K-6) \_\_\_\_\_
- Students (7-12) \_\_\_\_\_
- Students (K-3 opt.) \_\_\_\_\_
- Adults/A la carte \_\_\_\_\_

**Actual Number Served:**

- Students (K-6) \_\_\_\_\_
- Students (7-12) \_\_\_\_\_
- Students (K-3 opt.) \_\_\_\_\_
- Adults/A la carte \_\_\_\_\_

**MENU**

Food Items Served	Purchase Units Used	Serving Sizes	How Many Servings?	Leftovers/ Substitutions
Meat/Meat Alternate:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
Vegetable/Fruit:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
Vegetable/Fruit:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
Vegetable/Fruit:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
Grains/Breads:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
Grains/Breads:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
Condiments/Dressing:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:	
<b>Milk:</b> Whole  2%  1%  Nonfat (Skim)  Chocolate _____%		K-6: 7-12: K-3 opt: _____ K-6: 7-12: K-3 opt: _____ K-6: 7-12: K-3 opt: _____ K-6: 7-12: K-3 opt: _____ K-6: 7-12: K-3 opt: _____	K-6: 7-12: K-3 opt: _____ K-6: 7-12: K-3 opt: _____ K-6: 4-12: K-3 opt: _____ K-6: 4-12: K-3 opt: _____ K-6: 7-12: K-3 opt: _____	

## Completed Sample Format #1

# Food-Based Production Record

(Traditional or Enhanced)

Site Summitville Elementary Meal Date May 14, 1998

\* Portion size: Must be same as planned. Use separate line if adjusted for age.

\*\* Amount of food used: Based on USDA Food Buying Guide or USDA recipe.

## MENU

Salisbury Steak & WW Roll 2 oz M/MA  
 -or- Chicken Nuggets, BBQ Sauce 1 serv G/B  
 Baked Potato -or- Fresh Veggies 3/8 c VEG  
 Lowfat Ranch Dressing  
 Cherry Cobbler 1/2 c FRUIT  
 1/2 serv G/B  
 Milk, Variety 8 oz FL MK

Food Item Used and Form	Recipe or Product (name or #)	Person Responsible	Grade Group	Portion Size* (#/wt./qty.)	Student Projected Servings	Total Projected Servings	Amount of Food Used** (lb. or qty.)	Actual		Leftovers
								Student Servings	A la carte Servings	
<b>Meat/Meat Alternate</b> Salisbury Steak Chicken Nuggets	D-23 Brand X	Sue Yolanda	K-6	1 each 5 ea/4 oz	200	220	220 serv	195		15 serv
					300	305	76-1/4 lb	290		2.5 lb
<b>Vegetable/Fruit</b> Baked potato, 5 oz, 1/25 Carrot sticks, pre-cut Broccoli flowers, pre-cut Tomatoes, cherry, fresh	C-6	Akiko	K-6	1 each 1/8 c 1/8 c 1/8 c	300	300	300 each	250		40 each
					250	250	12.5 lb	235		1/2 lb
					250	250	13 lb	235		1/2 lb
					250	250	11 lb	235		1 lb
Cherry Cobbler	C-6	Akiko		25 serv/pan 1 square	500	500	20 pans	485		—
<b>Grains/Breads</b> Whole-Wheat Roll	Brand X	Yolanda	K-6	1 each	200	220	12 lb 6 oz	195		15 each
<b>Other:</b> BBQ Sauce Lowfat Ranch Dressing	Brand Z Brand Q	Akiko	K-6	portion pack/1ea portion pack/1ea	300	305	305 each	290		10 each
					350	350	350 each	300		40 each
<b>Milk:</b> Variety		Sue	K-6	1/2 pint	500	500	500 (1/2 pts)	485		10 (1/2 pt)

**Completed Sample Format #2A****Food-Based Production Record****(Enhanced Food-Based Menu Planning)**Site Summitville ElementaryMeal Date May 14, 1998**Planned Number to be Served:**

- Students (K-6) 500  
 - Students (7-12) \_\_\_\_\_  
 - Students (K-3 opt.) \_\_\_\_\_  
 - Adults/A la carte 25

**Actual Number Served:**

- Students (K-6) 485  
 - Students (7-12) \_\_\_\_\_  
 - Students (K-3 opt.) \_\_\_\_\_  
 - Adults/A la carte 15

**MENU**

Salisbury Steak & WW Roll 2 oz M/MA  
 -or- Chicken Nuggets, BBQ Sauce 1 serv G/B  
 Baked Potato -or- Fresh Veggies 3/8 c VEG  
 Lowfat Ranch Dressing  
 Cherry Cobbler 1/2 c FRUIT  
 1/2 serv G/B  
 Milk, Variety 8 oz FL MK

Food Items Served	Purchase Units Used	Serving Sizes	How Many Servings?		Leftovers/ Substitutions
<b>Meat/Meat Alternate:</b> Salisbury Steak, D-23 Chicken Nuggets, Brand X	220 each 76-1/4 lb	<b>K-6:</b> each 5 nuggets	<b>K-6:</b> 195 305	<b>Adult:</b> 10 5	15 serv 2.5 lb
<b>Vegetable/Fruit:</b> Baked potato 5 oz, 1/25	300 each	<b>K-6:</b> each	<b>K-6:</b> 250	<b>Adult:</b> 10	40 each
<b>Vegetable/Fruit:</b> Carrot Sticks Broccoli Flowers Cherry Tomatoes	12.5 lb 13 lb 11 lb	<b>K-6:</b> 1/8 c 1/8 c 1/8 c	<b>K-6:</b> 235	<b>Adult:</b> 5	1/2 lb 1/2 lb 1 lb
<b>Vegetable/Fruit:</b> Cherry Cobbler, C-6	500 each, 20 pans (25 serv/pan)	<b>K-6:</b> 1 square	<b>K-6:</b> 485	<b>Adult:</b> 15	
<b>Grains/Breads:</b> Whole-Wheat Roll	12 lb 6 oz	<b>K-6:</b> 1 each	<b>K-6:</b> 195	<b>Adult:</b> 10	15 each
<b>Grains/Breads:</b>					
<b>Condiments/Dressing:</b> Lowfat Ranch Dressing BBQ Sauce	350 305	<b>K-6:</b> each portion pack	<b>K-6:</b> 300 290	<b>Adult:</b> 10 5	10
<b>Milk:</b> Whole 2% 1% Nonfat (Skim) Chocolate 1/2%	10  90 200 200	<b>K-6</b> 1/2 pint	<b>K-6:</b> 5  85 195 200	<b>Adult:</b> —  — 5 —	5 (1/2 pts)  5 (1/2 pts)



## Nutrient-Based Production Record

\* **Portion size:** Must be same as planned. Use separate line if adjusted for age.  
 \*\* **Amount of food used:** Based on USDA Food Buying Guide or USDA recipe or CN Database item.

[illegible]

Sample Format #4

Nutrient-Based Production Record

Site \_\_\_\_\_ Meal Date \_\_\_\_\_

\* Portion size: Must be same as planned. Use separate line if adjusted for age.  
 \*\* Amount of food used: Based on USDA Food Buying Guide or USDA recipe or CN Database item.

Menu

Menu Item	Food Used and/or Recipe # (Check if USDA)	Age-Grade	Portion Size* (#/wt./qty.)	Age-Grade	Portion Size	Student Projected Servings	Total Projected Servings	Amount of Food Used** (lb. or qty.)	Estimated Amount Leftover	If Sub or Leftover
Entree(s)										✓
Other Item(s)										
Milk										

Actual # Reimbursable Meals Served:		Actual # Nonreimbursable		Extra Items/Sales:	
Age/Grade _____ : _____	_____	Adults: _____	_____	Milk _____	1/2 pints and/or \$ _____
Age/Grade _____ : _____	_____	Prog. Adults: _____	_____	Other items _____	# items and/or \$ _____
Age/Grade _____ : _____	_____	<b>Total:</b> _____	_____		
<b>Total:</b> _____	_____				

## Completed Sample Format #3

# Nutrient-Based Production Record

Site Summitville Elementary Meal Date May 14, 1998

\* Portion size: Must be same as planned. Use separate line if adjusted for age.  
 \*\* Amount of food used: Based on USDA Food Buying Guide or USDA recipe or CN Database item.

## MENU

Salisbury Steak w/ Whole-Wheat Roll  
 -or- Chicken Nuggets, BBQ Sauce

Baked Potato  
 or Fresh Veggies Lowfat Ranch Dressing

Cherry Cobbler  
 Milk

Menu Item Used and Form	Recipe or Product (name or #)	Person Responsible	Age or Grade Group	Portion Size** (#/wt./qty.)	Student Projected Servings	Total Projected Servings	Amount of Food Used*** (lb. or qty.)	Actual			Leftovers	If Sub or Leftover✔
								Student Servings	A la carte Servings	Adult Servings		
Salisbury Steak	D-23	Sue	K-6	1 each	200	220	220 serv	195		10	15 serv	
Chicken Nuggets	Brand X	Yolanda	K-6	5 ea/4 oz	300	305	76-1/4 lb	290		5	2.5 lb	
Baked Potato, 5 oz, 1/25		Akiko	K-6	1 each	300	300	300 each	250		10	40 each	
Carrot Sticks		Akiko	K-6	1/8 c	250	250	12.5 lb	235		5	1/2 lb	
Broccoli Flowers		Akiko	K-6	1/8 c	250	250	13 lb	235		5	1/2 lb	
Cherry Tomatoes		Akiko	K-6	1/8 c	250	250	11 lb	235		5	1 lb	
Cherry Cobbler	C-6	Yolanda	K-6	25 serv/pan 1 square	500	500	20 pans	485		15	—	
Whole Wheat Roll	Brand Y	Yolanda	K-6	1 each	200	220	12 lb 6 oz	195		10	15 each	
BBQ Sauce	Brand Z	Akiko	K-6	1 portion pk	300	305	305 each	290		5	10 each	
Lowfat Ranch Dressing	Brand Q	Akiko	K-6	1 portion pk	350	350	350 each	300		10	40 each	
Milk, Variety		Sue	K-6	1/2 pint	500	500	500 (1/2 pints)	485		5	10 (1/2 pts)	



## Completed Sample Format #4

# Nutrient-Based Production Record

Site Summitville Elementary Meal Date May 14, 1998

\* **Portion size:** Must be same as planned. Use separate line if adjusted for age.  
 \*\* **Amount of food used:** Based on USDA Food Buying Guide or USDA recipe or CN Database item.

## MENU

Salisbury Steak w/ Whole-Wheat Roll  
 -or- Chicken Nuggets w/ BBQ Sauce  
 Baked Potato  
 -or- Fresh Veggies Lowfat Ranch Dressing  
 Cherry Cobbler  
 Milk

Menu Item	Food Used and/or Recipe # (Check if USDA)	Age-Grade	Portion Size* (#/wt./qty.)	Age-Grade	Portion Size	Student Projected Servings	Total Projected Servings	Amount of Food Used** (lb. or qty.)	Estimated Amount Leftover	If Sub or Leftover
Entree(s) Salisbury Steak Chicken Nuggets	D-23 Brand X	K-6	each 5 each or 4 oz			200 300	220 305	220 serv 76-1/4 lb	15 serv 2.5 lb	<input checked="" type="checkbox"/>
Other Item(s) Baked Potato Carrot Sticks, Broccoli Flowers, and Cherry Tomatoes Cherry Cobbler	5 oz, 1/25 3/8 c total (fresh, pre-cut 1/8 c each) C-6	K-6	each 1/8 c each veg (carrots, broccoli, tomatoes) 1 square (25 serv/pan)			300 250  500	300 250  500	300 each 12.5 lb car 13 lb broc 11 lb tom 20 pans	40 each 1/2 lb 1/2 lb 1 lb —	
Whole-Wheat Roll BBQ Sauce Lowfat Ranch Dressing	Brand Y portion pk portion pk		each each each			200 300 350	220 305 350	220 each 305 each 350 each	15 each 10 each 40 each	
Milk Variety		K-6	1/2 pint			500	500	500 (1/2 pts)	10	

Actual # Reimbursable Meals Served:		Actual # Nonreimbursable		Extra Items/Sales:	
Age/Grade	K-6 : 485	Adults:	15	Milk	0 1/2 pints and/or \$ 0
Age/Grade	:	Prog. Adults:		Other items	None # items and/or \$ 0
Age/Grade	:	<b>Total:</b>	15		
<b>Total:</b> 485					

**Recipe Name:** \_\_\_\_\_

Ingredients	Servings		Servings		Preparation Directions
	Weight	Measure	Weight	Measure	

**YIELD:** \_\_\_\_\_ **SERVING SIZE:** \_\_\_\_\_

## MANUFACTURERS' DATA SUBMISSION FORM

*For directions on how to fill out this form, see reverse side.*

### 1. Product Identification

PRODUCT NAME: \_\_\_\_\_  
 Brand \_\_\_\_\_  
 Product code \_\_\_\_\_  
 List CN Label number if appropriate \_\_\_\_\_  
 Is this product in the Child Nutrition (CN) Database?  
 CN DATABASE = Yes \_\_\_\_\_ No \_\_\_\_\_

### 2. Package Size and Servings Per Package

Package Size = \_\_\_\_ grams \_\_\_\_ lbs. \_\_\_\_ fl. oz.  
 Standard Serving Size = \_\_\_\_\_  
 Number of Servings Per Package = \_\_\_\_\_

### 3. Basis for Nutrient Data

Nutrient data is being given: (Check one)  
 \_\_\_\_ As Served \_\_\_\_ As Purchased  
 Analysis is based on: (Check one)  
 \_\_\_\_ Per Serving \_\_\_\_ 100 grams  
 Weight per serving = \_\_\_\_\_ grams

### 4. Individual Values of Nutrients and Dietary Components

If you *do not* have information on a nutrient, write "M" or "missing." If this product *does not contain* a particular nutrient, write "0."

Calories .....	____ kcal	Protein .....	____ grams
Total fat .....	____ grams	Saturated fat .....	____ grams
Carbohydrates .....	____ grams	Sodium .....	____ milligrams
Total dietary fiber .....	____ grams	Cholesterol .....	____ milligrams

Calcium .....

____ milligrams -or- ____ % DV (Daily Value)
Iron .....
____ milligrams -or- ____ % DV
Vitamin C .....
____ milligrams -or- ____ % DV
Vitamin A .....
____ IU -or- ____ RE -or- ____ % of DV

IU = International Units, RE = Retinol Equivalents

### 5. Fat and Moisture Gain/Loss

When this product is prepared, there is a:

Fat change (+/-) \_\_\_\_ %    Moisture change (+/-) \_\_\_\_ %

### 6. Special Instructions for Preparation (if appropriate)

To prepare this product, the manufacturer recommends: \_\_\_\_\_  
 \_\_\_\_\_



## HOW TO FILL OUT THIS FORM:

*USDA has developed this standardized form to help schools obtain information on foods they will be serving to children. They will use this information to develop recipes, analyze menus for nutritional value, and prepare products for lunch or breakfast.*

**1. Product Identification:** List name of product (and brand, if appropriate). Also list product code if possible. If you know the product has a CN Label number, list that as well. Check yes or no for CN Database.

**2. Package Size and Servings Per Package:** Write in package size as appropriate in grams, pounds, or fluid ounces. Indicate standard serving size and number of servings per package.

**3. Basis for Nutrient Data:** Indicate with a check mark whether you are submitting nutrient data for this product on an “As Served” or “As Purchased” basis. Use the **“As Served”** basis for any food that *does not have*: (1) any ingredients added in preparation or (2) any fat absorbed during preparation.

Use the **“As Purchased”** basis for any food that: (1) has ingredients added in preparation (such as milk, eggs, and oil added to baked product mixes); (2) is prepared by frying; (3) can be prepared in varying ways (for example, a food that can be baked *or* fried); or (4) gains or loses moisture/fat during preparation.

In addition, indicate whether nutrient analysis is based on 100 grams or per serving. Also indicate weight per serving.

**4. Individual Values of Nutrients and Dietary Components:** Please fill out completely, leaving no lines blank. (1) If you have information on a nutrient, write the specific value in the unit of measurement indicated. (2) If you do *not* have information on a nutrient, write “M” or “missing.” (3) If this product *does not contain* a particular nutrient, write “0.”

**5. Fat and Moisture Gain/Loss:** If you checked “As Purchased” above, also fill in this section if there is a fat or moisture change during preparation.

(Fat may be gained or lost in cooking some foods, thereby changing the foods’ nutrient value. Methods of preparation such as broiling, frying, or baking affect this fat gain or loss. For example, chicken baked in the oven will lose fat during cooking, while batter-coated or breaded chicken that is deep fried will gain fat. If fat is absorbed or gained, fat grams and calories from fat will be increased. If fat is lost, fat grams and calories from fat will be decreased.)

**6. Instructions for Preparation:** If appropriate, indicate instructions such as: ingredients to be added, cooking methods, cooking time, and cooking temperature.

